

2016 Tennessee Educator Survey  
Personalized Learning Administrator Module

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The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey<sup>1</sup>. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Personalized Learning Administrator Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



<sup>1</sup> Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

**Tennessee Educator Survey: Administrator Survey Modules**

**Administrator Module L: Personalized Learning**

1. Which of the following types of information on individual students are included in the electronic database system available at your school?
  - a. Grades/scores on student work (including homework)
  - b. Grades/scores on quizzes or tests
  - c. Level of proficiency on content standards
  - d. Performance on state tests
  - e. Performance on digital content/curriculum
  - f. Performance on standardized interim, benchmark, or formative assessments
  - g. Performance on ACT or other assessments measuring college readiness
  - h. Student goals
  - i. Student portfolios
  - j. Student interests
  - k. Special education data
  - l. Academic information from previous years
  - m. Attendance
  - n. Chronically absent indicator for current year
  - o. Chronically absent flag for previous years
  - p. Lateness/tardiness
  - q. Behavior data from current year
  - r. Behavioral data from previous years
  - s. None of the above
2. How many different electronic systems do you use to access any of the above data?
  - a. 1
  - b. 2-3
  - c. 4 or more
  - d. None
3. How frequently is new data added to the system(s)? (If you use more than one system, please respond for the system that is updated most frequently.)
  - a. Daily
  - b. Weekly
  - c. Monthly
  - d. A few times per year
  - e. Annually
  - f. Other (Please specify)

4. Which of the following statements best describes how digital instructional tools are used in the classrooms in your school?
  - a. My school and/or district has a policy that requires that teachers use digital instructional tools in the classroom.
  - b. Teachers are encouraged to use digital instructional tools in the classroom, but there is no school and/or district policy requiring them to do so.
  - c. Teachers are not required nor encouraged to use digital instructional tools in the classroom.
  - d. Other (Please specify)
5. Does your school and/or district have regulations about any of the following to guide teachers' use of digital instructional tools are used in the classroom?
  - a. Data privacy and security rules
  - b. Restrictions on content and sites that can be accessed
  - c. Rules about when to use digital instructional tools for learning versus for entertainment
  - d. Bring-your-own device rules
  - e. None
  - f. Other (Please specify)
6. Does your district actively support the use of digital instructional tools in your school's classrooms?
  - a. Yes
  - b. No
  - c. Not sure
7. If yes to question D6, what supports does your district provide?
  - a. Provides the technology infrastructure that makes the use of the tools possible
  - b. Directly provides the tools for my school
  - c. Provides information on tools available
  - d. Assists my school in selection of tools
  - e. Provides the funding to pay for the tools
  - f. Provides training on the use of the tools
  - g. Other (Please specify)

8. Please indicate the frequency to which teachers in your school are implementing each of the following strategies.

	Tool Is Not Available	Rarely Or Not At All	Occasionally (Once Or Twice A Marking Period)	Regularly (About Once A Week)	Frequently (More Than Once A Week)	Do Not Know
a. Digital content in Mathematics	1	2	3	4	5	6
b. Digital content in English/Language Arts	1	2	3	4	5	6
c. Digital content in other subject areas	1	2	3	4	5	6
d. Computer-based assessments in Mathematics	1	2	3	4	5	6
e. Computer-based assessment in English/ Language Arts	1	2	3	4	5	6
f. Computer-based assessment in other subject areas	1	2	3	4	5	6
g. Computers/tablets for all students (1:1 initiative)	1	2	3	4	5	6
h. Computers/tablets for some students (at least 1 device per 3 students)	1	2	3	4	5	6
i. Computer labs	1	2	3	4	5	6
j. Bring your own device (BYOD)	1	2	3	4	5	6
k. Project-based learning	1	2	3	4	5	6
l. Proficiency-based progression	1	2	3	4	5	6
m. Standards-based grading and report cards	1	2	3	4	5	6

If an administrator identifies any of the above as Occasionally or higher (resp. options 3,4,5), please show them the appropriate questions below.

How effective were the following practices?

	Not Effective	Somewhat Effective	Very Effective
a. Digital content in Mathematics	1	2	3
b. Digital content in English/Language Arts	1	2	3
c. Digital content in other subject areas	1	2	3
d. Computer-based assessments in Mathematics	1	2	3
e. Computer-based assessment in English/ Language Arts	1	2	3
f. Computer-based assessment in other subject areas	1	2	3
g. Computers/tablets for all students (1:1 initiative)	1	2	3
h. Computers/tablets for some students (at least 1 device per 3 students)	1	2	3
i. Computer labs	1	2	3
j. Bring your own device (BYOD)	1	2	3
k. Project-based learning	1	2	3
l. Competency-based learning	1	2	3
m. Standards-based grading and report cards	1	2	3

9. Please indicate the extent to which you agree or disagree with the following statements about educators in your school and personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers have the skills to select and apply technologies and digital content based on the needs of individual learners.	1	2	3	4
b. Teachers have skills to seamlessly integrate and support their use of digital content.	1	2	3	4
c. Teachers allow students to select personalized learning paths based on learning differences	1	2	3	4
d. Teachers have the resources and support to select and apply technologies and	1	2	3	4

digital content based on the needs of the individual learners.				
e. Teachers have access to rigorous, aligned professional development opportunities to support their use of digital content in curriculum designs.	1	2	3	4

10. Please indicate the extent to which you agree or disagree with the following statements about students in your school and personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Students frequently participate in learning activities that integrate critical thinking, communication, collaboration, and creativity skills.	1	2	3	4
b. Students have anytime/anywhere access to digital tools with a rich variety of media types (e.g. streaming video, podcasts, animation, etc.).	1	2	3	4

11. Please indicate the extent to which you agree or disagree with the following statements about leadership and support in your school in regard to personalized learning.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School-level technological support is available rapidly enough that instructional practices are minimally impacted by technological problems	1	2	3	4
b. Leadership promotes a shared vision for innovation with digital, personalized learning among all educators	1	2	3	4
c. Digital learning approaches are aligned with goals, educator roles, and student demographics	1	2	3	4
d. Leadership is shared or distributed with different staff members taking on leadership roles with digital learning, digital content, and/or instruction	1	2	3	4
e. Leaders consistently model best practices in the use of digital resources	1	2	3	4

12. Please indicate the current implementation stage for each of the following in your school.

	Fully Implemented	Initial Stages of Implementation	Exploring	Not Implementing	Don't Know
All students have access to a variety of courses and course content that meets their learning needs, including online courses	1	2	3	4	5
Teacher-created digital content is stored centrally and can be shared as appropriate	1	2	3	4	5

<p>A comprehensive learning management system (an online platform where a majority of instructional materials and communication resources are housed—e.g. Moodle, Blackboard, Canvas) is in place to facilitate anywhere/anytime access to instructional materials and student/teacher communication</p>	1	2	3	4	5
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